



## Ambler Elementary

838 Ambler School Road  
Pickens, SC 29671

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	254 Students	
<b>Principal</b>	Carlton Lewis	864-898-5588
<b>Superintendent</b>	Dr. Henry Hunt	864-855-8150
<b>Board Chair</b>	Jim Shelton	864-836-8465

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Good	Average
2007	Good	At-Risk
2006	Excellent	Good
2005	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

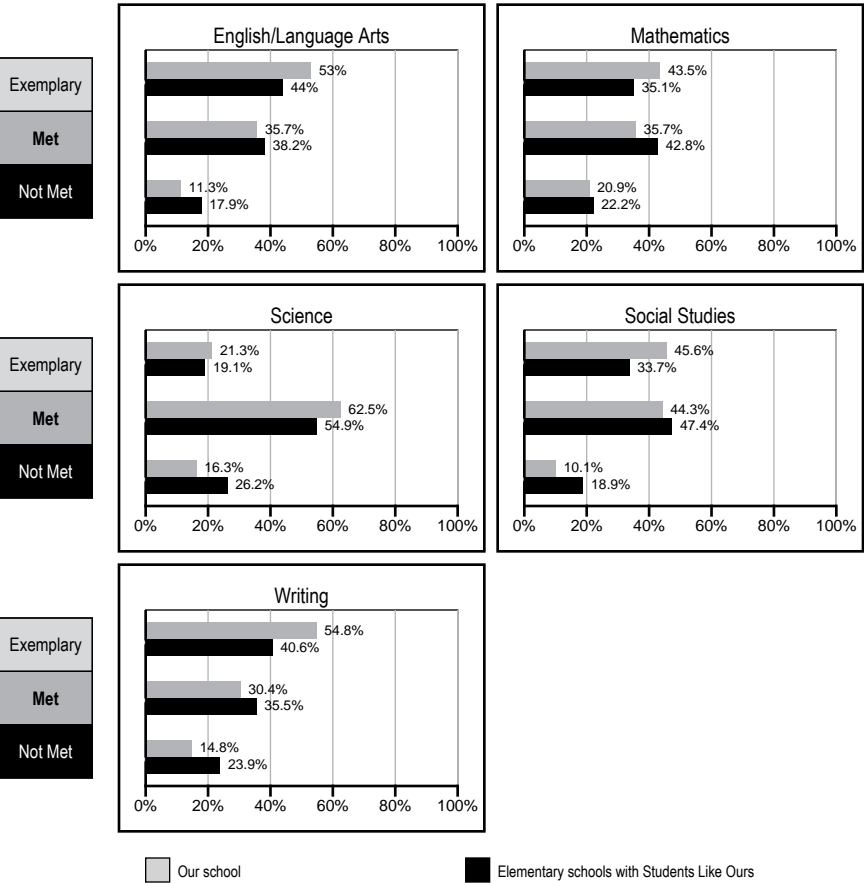
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
18	32	40	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=254)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.0%	Up from 1.8%	1.7%	1.9%
Attendance rate	97.2%	Up from 96.7%	96.4%	96.3%
Eligible for gifted and talented	12.5%	Down from 22.4%	14.2%	10.0%
With disabilities other than speech	6.1%	Up from 3.0%	7.4%	7.7%
Older than usual for grade	0.0%	Down from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	42.9%	Down from 50.0%	60.7%	59.4%
Continuing contract teachers	61.9%	Down from 85.0%	82.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 96.1%	88.5%	85.9%
Teacher attendance rate	91.6%	Down from 93.2%	95.2%	95.1%
Average teacher salary*	\$43,295	Down 7.5%	\$47,548	\$47,149
Professional development days/teacher	7.2 days	Down from 8.0 days	11.2 days	11.1 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.5 to 1	19.2 to 1	18.8 to 1
Prime instructional time	87.6%	Down from 88.7%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$7,681	Down 3.5%	\$6,963	\$7,458
Percent of expenditures for instruction**	57.6%	Down from 60.5%	69.2%	68.8%
Percent of expenditures for teacher salaries**	51.5%	Down from 53.8%	62.6%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Ambler Elementary School is a K4 through Grade 5 school nestled in the foothills of the Blue Ridge Mountains. We served 250 students in the 2008-2009 year. The school mission statement summarizes our commitment to our students: "Ambler Elementary School, committed to academic excellence, will provide a strong foundation for all students by ensuring a safe, nurturing environment where staff, family, and community work together to emphasize relevant and challenging learning experiences." This has been another great year at Ambler. Our students performed well academically and were engaged in several service learning projects in the community to help improve the citizenship of our students. We believe Ambler is the best kept secret in our district.

We continued our K4 Program under a First Steps Grant to help serve 18-20 Ambler children. We started a Wildcat Citizen Recycling Program through the leadership of our guidance counselor, Tina Kelly. Tina Kelly and Julie Cheek received grants to help improve our school. We continued the use of Incentive Tags to help praise and encourage our students. We continued our Wildcat of the Week Program to praise one student per homeroom every Friday morning. We continued our Terrific Kid Program once a quarter. We continued our end of the year video by Amy Brissey. One of our students was a District Science Fair Award winner.

Ambler received the Palmetto Gold Award from the State Dept. for Closing the Achievement Gap. We earned a \$1,200 monetary award that was used to purchase leveled readers for our children. We received a donation of \$3,000 that will be used to purchase leveled readers for our students toward the goal of continuing to increase literacy skills and academic achievement.

Jackie Chaka was selected Teacher of the Year. Linda McKinney was selected as Support Staff Person of the Year. Pam Marsh was selected as Volunteer of the Year.

Tonya Wilson, SIC Chair  
Carlton Lewis, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	29	21
Percent satisfied with learning environment	100.0%	92.9%	61.9%
Percent satisfied with social and physical environment	90.5%	100.0%	76.2%
Percent satisfied with school-home relations	100.0%	100.0%	71.4%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.3%	0.0%	No
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	125	100	11.3	35.7	53	96.5	87.9	82.8	Yes	Yes
<b>Gender</b>										
Male	61	100	12.7	38.2	49.1	96.4	85.3	79.3	N/A	N/A
Female	64	100	10	33.3	56.7	96.7	90.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	117	100	10.2	35.2	54.6	96.3	89.1	89.5	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	78.6	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	95.6	92.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	82.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	38.5	53.8	7.7	76.9	60.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	82.9	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	57	100	17	31.9	51.1	93.6	81.2	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	125	100	20.9	35.7	43.5	86.1	83.8	78.9	Yes	Yes
<b>Gender</b>										
Male	61	100	21.8	43.6	34.5	83.6	82.3	77	N/A	N/A
Female	64	100	20	28.3	51.7	88.3	85.3	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	117	100	20.4	35.2	44.4	86.1	85.6	87.2	Yes	Yes
African American	2	I/S	I/S	I/S	I/S	I/S	67.7	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.1	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	14	100	76.9	15.4	7.7	46.2	52.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	82.9	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	57	100	23.4	34	42.6	85.1	75.9	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	87	100	16.3	62.5	21.3	83.8	76.8	67.5
<b>Gender</b>								
Male	37	100	18.2	57.6	24.2	81.8	76.3	67
Female	50	100	14.9	66	19.1	85.1	77.4	68
<b>Racial/Ethnic Group</b>								
White	80	100	14.9	62.2	23	85.1	79.2	79.5
African American	2	I/S	I/S	I/S	I/S	I/S	58.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.1	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	45	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	69.8	59.6
<b>Socio-Economic Status</b>								
Subsided meals	41	100	20.6	61.8	17.6	79.4	67.4	55.1

**Social Studies**

All Students	87	100	10.1	44.3	45.6	89.9	78.8	72.3
<b>Gender</b>								
Male	46	100	12.2	39	48.8	87.8	78.5	71.5
Female	41	100	7.9	50	42.1	92.1	79.2	73.2
<b>Racial/Ethnic Group</b>								
White	82	100	10.8	43.2	45.9	89.2	80	80.7
African American	2	I/S	I/S	I/S	I/S	I/S	68.4	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	72.2
<b>Disability Status</b>								
Disabled	8	I/S	I/S	I/S	I/S	I/S	49.1	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	77.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	41	100	6.1	54.5	39.4	93.9	69.8	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	123	100	14.8	30.4	54.8	85.2	78.9	70.2	97.2	96.5
<b>Gender</b>										
Male	62	100	16.4	36.4	47.3	83.6	72.2	63.2	97.2	96.4
Female	61	100	13.3	25	61.7	86.7	86.1	77.5	97.2	96.5
<b>Racial/Ethnic Group</b>										
White	116	100	13.9	29.6	56.5	86.1	80.6	79.1	97.2	96.4
African American	2	I/S	I/S	I/S	I/S	I/S	65.8	57.6	97.9	96.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.2	86.2	92.8	98
Hispanic	3	I/S	I/S	I/S	I/S	I/S	69.2	62.6	97	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	82.4	68.7	N/A	96.2
<b>Disability Status</b>										
Disabled	13	100	63.6	27.3	9.1	36.4	33.3	26.1	96.9	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	95.5
<b>English Proficiency</b>										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.4	61.2	97.3	97.7
<b>Socio-Economic Status</b>										
Subsidized meals	54	100	14.6	31.3	54.2	85.4	67.9	58.9	96.9	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	44	100	19.5	29.3	51.2	80.5
	4	49	100	6.8	38.6	54.5	93.2
	5	32	100	6.7	40	53.3	93.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	44	100	41.5	39	19.5	58.5
	4	49	100	9.1	40.9	50	90.9
	5	32	100	10	23.3	66.7	90
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	23	100	28.6	57.1	14.3	71.4
	4	49	100	11.4	70.5	18.2	88.6
	5	15	100	13.3	46.7	40	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	21	100	10	50	40	90
	4	49	100	9.1	43.2	47.7	90.9
	5	17	100	13.3	40	46.7	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	42	100	24.4	19.5	56.1	75.6
	4	49	100	6.8	45.5	47.7	93.2
	5	32	100	13.3	23.3	63.3	86.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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